

# **TEACHERS' BELIEFS ON THE USE OF AUTHENTIC MATERIALS TO TEACH LISTENING**

(A Case Study at MAN 1 Surakarta in the Academic Year of 2014/2015)

**A THESIS**



**By:**

**BERLINDA MANDASARI  
S891308009**

**Written as a Partial Fullfilment of the Requirements for Graduate Education  
Degree of English Language Teaching**

**ENGLISH EDUCATION OF GRADUATE PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
SEBELAS MARET UNIVERSITY  
SURAKARTA  
2015**

## **APPROVAL**

### **TEACHERS' BELIEFS ON THE USE OF AUTHENTIC MATERIALS TO TEACH LISTENING**

(A Case Study at MAN I Surakarta in the Academic Year of 2014/2015)

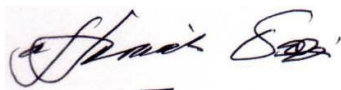
By:

Berlinda Mandasari  
NIM. 8891308009

This Thesis has been approved by the Consultants of English Education Department  
of Graduate Program Faculty of Teacher Training and Education  
Sebelas Maret University Surakarta

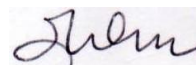
Surakarta, February 2015

Consultant I



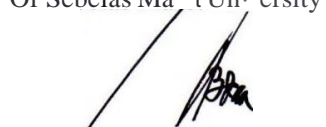
Prof. Dr. Sri Samiati Tarjana  
NIP. 19440602 196511 2000

Consultant II



Dra. Dewi Rochsantiningsih, M.Ed, Ph.D.  
NJP. 19690918 198702 2001

Approved By  
Head of Graduate Program of English Education Department  
Of Sebelas Maret University




D. Abdul Asib, M.Pd.  
NIP. 19520307 198003 1 005

LEGITIMATION

TEACHERS' BELIEFS ON THE USE OF AUTHENTIC MATERIALS TO  
TEACH LISTENING  
(A Case Study at MAN 1 SLLrakarta in the Academic Year of 2014/2015)

by:  
Berlinda Manda sari  
S891308009

This Thesis has been approved by the Board of Thesis Examiners of English  
Education Department of Graduate Program  
Faculty of Teacher Training and Education Sebelas Maret University Surakarta  
On February, 2015

	Board of Examiners	Signatures
Chairman	Dr. Abdul Asib, M.Pd. NIP. 19520307 198003 1005	(  )
Secretary	Dr. Ngadiso, M.Pd. NIP. 19621231 198803 1009	(.....)
Examiners	1. Prof. Dr. Sri Samiati Tarjana NIP. 19440602 196511 2000	(.....)
	2. Ora. Dewi Roschsantiningsih, M.Ed, Ph.D. NIP. 19600918 198702 2001	(.....)

Legalized by

Dean Faculty of Teacher Training and  
Education of Sebelas Maret University,



Prof.  idhayatuillah, M.Pd  
NIP. 19600727 198702 1001

Head of English Language Education  
Department of Graduate School Faculty  
of Teacher Training Education of  
Sebelas Maret University

  
Dr. Abdul Asib, M.Pd  
NIP. 19520307 198003 1005

## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "*Teachers' Beliefs on the Use of Authentic Materials to Teach Listening (A Case Study at MAN 1 Surakarta in the Academic Year of 2014/2015)*". It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, February 2015



Berlinda Mandasari

## ABSTRACT

Berlinda Mandasari, S891308009, 2015. *Teachers' Beliefs on the Use of Authentic Materials to Teach Listening (A Case Study at MAN 1 Surakarta in the Academic Year of 2014/2015)*. A Thesis. First Consultant: Prof. Dr. Sri Samiati Tarjana; Secod Consultant: Dra. Dewi Roschsantiningsih, M.Ed, Ph.D; English Education Department, Graduate Program, Sebelas Maret University.

This research is aimed at: (1) identifying teachers' beliefs on the use of authentic materials to teach listening; (2) identifying factors that affect teachers' beliefs on the use of authentic materials to teach listening; and (3) describing how authentic materials are implemented in teaching listening.

This research is a qualitative case study conducted in islamic high school 1 Surakarta. The samples chosen through purposive sampling are two English teachers who teach listening skill for the tenth grade. Data of the research were collected through questionnaire, observation, interview and teaching learning documents and were analyzed by using interactive model proposed by Miles and Huberman.

Finding of this research are: 1. teachers believe that :a) authentic materials are materials produced by a native speaker of the target language not for a teaching purpose, b) authentic materials must introduce English in the real context used by the native speaker, improve students' knowledge, Improve students' English competence in both spoken and written, improve students' vocabulary, introduce the culture of native speaker, improve students' listening ability, motivate students to learn, motivate students to learn autonomously, c) authentic materials are important to use since it is motivating students and providing some aspect of English that students can learn, d) authentic materials are considered to be carefully selected before being taught to the students, e) song attracts students' interest; 2. factors that affect teachers' beliefs: the challenging point of authentic materials, easy access to authentic materials, the availability of the equipments, students' interest, workshop/training and personal experience; 3. a) there is inconsistency between teachers' beliefs and the practice in the classroom, b) authentic materials are implemented well in the classroom. The students are actively involved during teaching and learning process. Bottom-up processing is applied during listening activity.

According to the findings of the research, it is noticed that teachers' beliefs strongly shape teachers' instructional practices and the selection of the materials that will be taught to the students. It is considered important to identify the beliefs of teachers since teachers' beliefs are the fundamental concepts to develop foreign language teaching.

**Keywords:** *Teachers' beliefs, authentic materials, listening skill*

## ABSTRAK

Berlinda Mandasari, S891308009, 2015. *Keyakinan Guru terhadap Penggunaan Materi yang Otentik untuk Mengajar Kemampuan Mendengarkan (Studi Kasus di MAN 1 Surakarta pada tahun ajaran 2014/2015)*. Sebuah Tesis. Pembimbing Pertama: Prof. Dr. Sri Samiati Tarjana; Pembimbing Kedua: Dra. Dewi Rochsantiningsih, M.Ed., Ph.D; Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Sebelas Maret.

Penelitian ini bertujuan untuk: (1) mengidentifikasi keyakinan guru terhadap materi otentik terhadap penggunaan materi yang otentik untuk mengajar keterampilan mendengarkan; (2) mengidentifikasi faktor yang mempengaruhi keyakinan guru terhadap penggunaan materi yang otentik untuk mengajar keterampilan mendengarkan; (3) menggambarkan bagaimana materi otentik diimplementasikan untuk mengajar keterampilan mendengarkan.

Penelitian ini merupakan penelitian studi kasus yang dilaksanakan di MAN 1 Surakarta. Sampel yang dipilih melalui *purposive sampling* adalah dua guru bahasa Inggris yang mengajar kelas X. Data dari penelitian ini dikumpulkan melalui kuesener, observasi, wawancara, dan analisi dokumen dan dianalisis dengan menggunakan model interaktif dengan yang dibuat oleh Miles dan Huberman.

Penemuan dari penelitian ini adalah 1. guru berkeyakinan bahwa: a) materi yang otentik adalah materi yang dihasilkan oleh penutur bahasa ahli dari bahasa yang ingin dicapai tidak untuk materi ajar; b) materi yang otentik harus memperkenalkan bahasa Inggris dalam konteks yang sebenarnya yang digunakan oleh penutur bahasa asli, meningkatkan pengetahuan siswa, meningkatkan kompetensi bahasa Inggris siswa baik berbicara maupun menulis, meningkatkan kosa kata siswa, mengenalkan budaya dari penutur bahasa ahli, meningkatkan kemampuan mendengar siswa, memotivasi siswa untuk belajar, memotivasi siswa untuk belajar secara mandiri; c) materi yang otentik penting untuk digunakan selama materi ini memotivasi siswa dan menyediakan beberapa aspek bahasa Inggris yang dapat dipelajari oleh siswa; d) materi yang otentik dipertimbangkan untuk diseleksi secara cermat sebelum diajarkan kepada siswa; e) lagu menarik ketertarikan siswa; 2. faktor-faktor yang dapat mempengaruhi keyakinan guru: hal yang menantang dari materi yang otentik, kemudahan akses, ketersediaan alat ajar, ketertarikan siswa, workshop/pelatihan dan pengalaman pribadi; 3 a. adanya ketidakkonsistenan antara keyakinan guru dan prakteknya dalam mengajar di kelas; b) materi otentik diimplementasikan secara baik di kelas. Siswa secara aktif terlibat dalam proses belajar mengajar. *Bottom-up* proses diaplikasikan selama aktivitas mendengarkan.

Menurut penemuan dari penelitian, dapat diperhatikan bahwa keyakinan guru secara kuat membentuk instruksi guru dan pemilihan materi yang akan diajarkan kepada siswa. Hal ini dipertimbangkan penting untuk mengetahui keyakinan dari guru selama keyakinan guru merupakan konsep yang mendasar untuk mengembangkan pengajaran bahasa asing.

**Kata kunci:** *keyakinan guru, materi yang otentik, keterampilan mendengarkan*

## **MOTTO**

*“Do what you can with what you have where you are”*

*(Theodore Roosevelt)*

## DEDICATION

*With deep profound love, this research is fully dedicated to:*

*My beloved parents Tri Priyono and Tri Wahyuningsih*

*My lovely sister Norma Lidia Wati*

*My lovely brother Bayu Triatmojo*

*My would be husband Yogo Adi Putra*

*My almamater Sebelas Maret University*



## **ACKNOWLEDGEMENTS**

The researcher would like to acknowledge her countless gratitude to the Most Gracious and the Most Merciful, Allah SWT, for giving the researcher strength and courage to complete this thesis. In addition, there are many individuals who have generously contributed in improving this thesis. So the researcher would like to express her deep gratitude to the following people:

1. Dean of Faculty of Teacher Training and Education of Sebelas Maret University for his insights he has shared.
2. Head of English Education Department of Graduate Program for his kindness.
3. Prof. Dr. Sri Samiati Tarjana, the first consultant for her guidance, advice, and patience during the writing process of this thesis.
4. Dra. Dewi Rochsantiningsih, M.Ed, Ph.D., the second consultant for her guidance, advice, and patience during the writing process of this thesis.
5. Head Master of Islamic High School 1 Surakarta for his kindness to allow the researcher to conduct the research.
6. Teachers of Islamic High School 1 Surakarta, Muh. Farhani, S.S and Syarif Hidayatullah, M.Pd for their help and cooperation during the research.
7. The tenth grade students of Islamic High School 1 in Surakarta in the academic year 2014/2015 for their participation in the research.
8. All friends and everyone who have helped the researcher in accomplishing this thesis.

Hopefully, this thesis would give a positive contribution to the educational development and the readers.

Surakarta, February 2015

Berlinda Mandasari

## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>APPROVAL.....</b>	<b>ii</b>
<b>LEGITIMATION.....</b>	<b>iii</b>
<b>PRONOUNCEMENT .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>LIST OF ABBREVIATION.....</b>	<b>xiv</b>
<b>LIST OF APPENDICES.....</b>	<b>xv</b>

### **CHAPTER I : INTRODUCTION**

A. Background of The Study .....	1
B. Research Questions .....	7
C. Objectives of the Study .....	8
D. Significance of the Study .....	8

### **CHAPTER II : LITERATURE REVIEW**

A. Teachers' Beliefs.....	10
1. The Nature of Teachers' Beliefs .....	10
2. The Importance of Teachers' Beliefs .....	12
3. Factors Influencing Teachers' Beliefs .....	14
4. Teacher's Beliefs toward the Use of Authentic Material... ..	16
B. Authentic Materials .....	17
1. Definitions of Authentic Materials .....	17
2. Authenticity.....	18
3. Sources of Authentic Materials .....	20
4. The Importance of Authentic Materials .....	22
5. Selecting Authentic Materials .....	26
6. Advantages and Disadvantages of Authentic Materials .....	30
a. Advantages of Authentic Materials .....	30
b. Disadvantages of Authentic Materials.....	32
C. Listening Skill .....	34
1. Definition of listening .....	34
2. The Importance of Listening Skill.....	36
3. Component of Listening.....	37
4. Listening Strategies .....	39

5. The Process of Listening .....	40
6. The Difficulty in Listening Skill.....	42
D. Using Authentic Material to Teach Listening .....	44
E. Review of Relevant Studies.....	45

### **CHAPTER III : RESEARCH METHOD**

A. Research Design .....	52
B. Research Setting .....	54
1. Time and Place of the Study .....	54
2. Subject of the Study .....	54
C. Kind and Sources of Data .....	55
D. Data Collecting Technique .....	56
1. Questionnaire .....	56
2. Observation .....	56
3. Interview .....	57
4. Document Analysis .....	57
E. Trustworthiness .....	58
F. Data Analysis.....	59
1. Data Collection .....	59
2. Data Reduction .....	60
3. Data Display .....	60
4. Drawing Conclusion and Verification.....	61

### **CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION**

A. Research Findings .....	64
a. Teachers' Beliefs on the Use of Authentic Materials to Teach Listening .....	64
1. Teachers' Definition about Authentic Materials .....	64
2. Reasons to Use Authentic Materials .....	65
3. The Importance of Authentic Materials .....	66
4. Criteria for Selecting Authentic Materials.....	67
5. Preference for Particular Authentic Materials .....	70
b. Factors that Affect Teachers' Beliefs on the Use of Authentic Materials to Teach Listening .....	
1. Teaching Using Authentic Material is Challenging .....	73
2. Easy Access to Authentic Material .....	74
3. The Availability of Equipments.....	75
4. Students' Interest .....	75
5. Workshop/Training .....	76
6. Personal Experience .....	76
c. Implementing authentic Materail in Teaching Listening.....	77
1. Teaching and Learning Documents .....	78

2. Teaching and Learning Process .....	82
B. Discussion .....	89
C. Research Weaknesses .....	112
<b>CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION</b>	
A. Conclusion .....	114
B. Implication.....	116
C. Suggestion.....	116
<b>BIBLIOGRAPHY .....</b>	<b>119</b>
<b>APPENDICES .....</b>	<b>127</b>

## **LIST OF TABLES**

Table 4.1 Summary of the Research Findings.....	63
Table 4.2 Reasons to Use Authentic Materials.....	66
Table 4.3 Criteria for Selecting Authentic Materials.....	68
Table 4.4 Selected Authentic Materials.....	71
Table 4.5 Equipments.....	75
Table 4.6 Basic Competence Used by Teachers Taken from Syllabus .....	78

## **LIST OF FIGURES**

Figure 3.1. Components of Data Analysis: Interactive Model .....	62
--	----

## **LIST OF ABBREVIATION**

1. Teacher Fr                                      Teacher Farhani
2. Teacher Sy                                     Teacher Syarif
3. Interview/teacher/a/b/c

Interview means result of the interview

teacher means participants of interview

a means number of participants

b means when the interview done

c means the number of interview

## **LIST OF APPENDICES**

Appendix 1 Interview Data with Teacher Fr Session 1 .....	128
Appendix 2 Interview Data with Teacher Fr Session 2.....	130
Appendix 3 Interview Data with Teacher Sy Session 1 .....	132
Appendix 4 Interview Data with Teacher Sy Session 2 .....	137
Appendix 5 Teacher Fr's Questionnaire .....	140
Appendix 6 Teacher Sy's Questionnaire.....	144
Appendix 7 Syllabus .....	148
Appendix 8 Teacher Fr's Lesson Plan .....	188
Appendix 9 Teacher Sy's Lesson Plan.....	193
Appendix 10 Sample of Exercise Given by Teacher Fr .....	198
Appendix 11 Sample of Exercise Given by Teacher Sy.....	200
Appendix 12 Students' Score from Teacher Fr .....	201
Appendix 13 Students' Score from Teacher Sy .....	202
Appendix 14 Letter of Having Conducted Research.....	203